

Montrose School District Improvement Plan/Progress Report Form

Principle Three—Appropriate Evaluation				
<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance) <u>ARSD 24:05:25:02 Determination of needed evaluation data</u> As part of an initial or reevaluation, the individual education program team and other individuals with knowledge and skills necessary to interpret evaluation data, determine what evaluation data is needed to support eligibility and the child's special education needs.</p> <p>In all student files reviewed, with the exception of speech/language and early childhood, the monitoring team found that students were given Behavior assessment for Children. Interviews with special education teachers indicated the Cornbelt cooperative has told them that behavior assessment must be completed on all students suspected of a disability in which a psychological evaluation is requested. Based on this information, the monitoring team concluded the district does not consider the child's individual needs when making the determination of needed evaluation data.</p>				
<p>Desired Outcome(s): The district will determine evaluation data necessary to support eligibility and the child's special education needs.</p>				
<p>1. Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) Each child's individual needs will be considered when making the determination of needed evaluation data. The BASC will not be part of a standard behavioral assessment given to all students regardless of behavioral concerns as previously directed by Cornbelt Cooperative.</p>				
<p>Short Term Objectives or Benchmarks: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results. #1 The Behavioral Assessment for Children (BASC) will only be administered on an individual needs basis. #2 The Cooperative will develop a new Prior Notice form revising the permission to evaluate section, to verify that (BASC) are only administered on an individual basis.</p>	<p>Timeline for Completion</p>	<p>Person(s) Responsible</p>	<p>6 month progress Record date objective is met</p>	<p>12 month progress Record date objective is met</p>

6 month reporting date 12/11/04X

12 month reporting date 9/11/05 Received 11/23/05

Closed 11/23/05

<p>1. What will the district do to improve? Prior notice will include documentation of a child's needs in the area of behavioral assessment. The prior notice form will include behavioral assessment if the team determines it is necessary.</p> <p>What data will be given to SEP to verify this objective?</p> <p>The special education staff will review files, report the number of files checked and state the percentage that had completed referral review with the prior notice for evaluation.</p>	January 31, 2005 and ongoing	School District Special Education Director and Special Education Staff	Met 2/11/05	
<p>Please explain the data (6 month) Of 8 files reviewed, only 1 student needed a behavioral assessment.</p>				
<p>2. What will the district do to improve? The Cornbelt Cooperative will no longer require districts to complete a behavior assessment on every student regardless of behavioral concerns.</p> <p>What data will be given to SEP to verify this objective? New forms designed and printed by the Cornbelt Cooperative will be submitted to SEP documenting the change.</p>	January 31, 2005 and ongoing	Special Education Staff	Not Met Please submit new forms next reporting period	Met 11/23/05
<p>Please explain the data (6 month) Provide a copy of new prior notice issued by Cornbelt Cooperative</p>				
<p>Please explain the data (12 month) The district has provided copies of the new forms being used by the District in association with the Cornbelt Educational Cooperative. Copies include Psychological Evaluation Form and Classroom Observation Report Form. Psychological Evaluation Form still indicates that that various forms will be attached but it is understood by the Montrose School District that Copy of student's Parent/Teacher Behavior Rating Scales will not be completed unless noted within the Prior Notice form. It was assumed prior to the improvement program that behavior rating scales were a requirement placed on the district by the CEC and therefore such forms were completed even when behavior wasn't a concern relating to the referral.</p>				

6 month reporting date 12/11/04X
 12 month reporting date 9/11/05 Received 11/23/05
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<p>3. What will the district do to improve? The Cornbelt Cooperative will develop a new Prior Notice form revising the permission to evaluate section, to verify that behavioral assessment are only administered on an individual basis.</p> <p>What data will be given to SEP to verify this objective? Montrose School District will submit to SEP a revised prior notice form</p>	<p>January 31, 2005 and ongoing</p>	<p>Special Education Staff</p>	<p>Not met Please submit a revised prior notice form next reporting period</p>	<p>Met 11/23/05</p>
<p>Please explain the data (6 month) Provide a copy of new prior notice form issued by Cornbelt Cooperative</p>				
<p>Please explain the data (12 month) The Cornbelt Cooperative will develop a new Prior Notice form revising the permission to evaluate section, to verify that behavioral assessment are only administered on an individual basis. The Montrose School District will utilize the new forms appropriately.</p>				

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<p>Principle Three—Appropriate Evaluation</p> <p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance) <u>ARSD 24:05:25:02 Determination of needed evaluation data</u> As part of an initial or reevaluation, the individual education program team and other individuals with knowledge and skills necessary to interpret evaluation data, determine what evaluation data is needed to support eligibility and the child's special needs. The school district shall administer tests and any other evaluation materials as may be needed to produce the data required to make the determination (a) whether the student has a particular category of disability, (b) the present levels of performance and educational needs of the student; and (c) whether the student needs special education and related services. If no additional data are needed to make the determination, the school district shall notify the student's parents of this fact and the reasons for this decision.</p> <p>In February, 2002, the evaluation team determined no evaluations were needed for a three year reevaluation for a student listed on the child count as mentally retarded. Prior notice was not available in the student file. However, the first statement in the present level of performance was "_____ seems to be regressing rather than progressing. We are not sure why, but we are very concerned about this". No functional information was reported in the student file.</p>
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<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. The district will assure all student files contain a comprehensive evaluation to support placement or consider needed evaluation information and send prior notice explaining the intent of the district</p>				
<p>2. Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) Documentation supporting a child's disabling condition will be maintained by the school district.</p>				
<p>Short Term Objectives or Benchmarks: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p>	<p>Timeline for Completion</p>	<p>Person(s) Responsible</p>	<p>6 month progress Record date objective is met</p>	<p>12 month progress Record date objective is met</p>
<p>1. What will the district do to improve? The district will submit documentation for students listed in the final report as needing immediate attention. What data will be given to SEP to verify this objective? The district will submit a comprehensive evaluation report.</p>	<p>January 25, 2005 and on going</p>	<p>Special Education Staff</p>	<p>Not met Please summarize report in 12 month data reporting period.</p>	<p>Met 11/23/05</p>
<p>Please explain the data (6 month) Psychological evaluation was completed 1/17/2005 and will be sent upon SPED department request.</p>				
<p>Please explain the data (12 month) The district reviewed 6 files to identify that proper evaluations were being selected during initial evaluations or re-evaluations. Of the 6 files reviewed it was found that 6 files documented proper evaluations being identified on the Prior Notice Forms. Of the 6 files reviewed, proper evaluations were being used to in 2 cases to identify and develop special education services. Of the 6 files reviewed, proper evaluations were used in 2 cases to identify that services were no longer necessary and the students were dismissed. Of the 6 files reviewed, proper evaluations were used in 2 cases to identify that continuance of special education services were necessary.</p>				

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<p>Principle Three—Appropriate Evaluation</p>
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Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ARSD 24:05:25:02 Determination of needed evaluation data

As part of an initial or reevaluation, the individual education program team and other individuals with knowledge and skills necessary to interpret evaluation data, determine what evaluation data is needed to support eligibility and the child's special needs.

The district reported a five year old on the child count in the area of speech language with occupational therapy as a related service. The evaluation completed, in the spring of 2002, stated the cognitive portion of the Battelle was administered with each subtest showing standard scores ranging from 65 to 72. The total cognitive score was 65, which is -2.33 standard deviations below the mean. No cognitive goals were included on the student's IEP. Speech language tests and fine motor evaluations were also administered. No adaptive behavior measure was administered. The student was placed on an IEP for speech language and occupational therapy as a related service. The occupational therapy goal was a fine motor goal rather than an oral motor goal, which relates to the speech mechanism. Shortly after school started in the fall of 2003, the kindergarten teacher made a referral for a comprehensive evaluation for the student. On December 10, 2003, the placement committee met and determined the child met the requirements for a specific learning disability. The district again did not include adaptive behavior in the evaluation for this student. Administrative rule requires an adaptive behavior measure be administered for a student suspected of having a cognitive disability (mental retardation).

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district will assure all student files contain a comprehensive evaluation to support placement.

3. Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

Documentation supporting a child's disabling condition will be maintained by the school district.

Short Term Objectives or Benchmarks: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
	January 31, 2005	Special Education Staff		

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<p>1. What will the district do to improve? The district will submit documentation for a student listed as needing immediate attention.</p> <p>What data will be given to SEP to verify this objective? The district will administer an adaptive behavior measure for a student suspected of having a cognitive disability (mental retardation).</p>			<p>Met 2/11/05</p>	
<p>Please explain the data (6 month) Scale was completed on 1/11/2005. Determined that student didn't qualify for special education.</p>				
<p>2. What will the district do to improve? All multidisciplinary evaluations will include documentation to support the disabling condition.</p> <p>What data will be given to SEP to verify this objective? The special education staff will review files, report the number of files checked and state the percentage that had completed evaluation documentation to support a child's disabling condition.</p>	<p>January 31, 2005 and on going</p>	<p>Special Education Staff</p>	<p>Met 2/11/05</p>	
<p>Please explain the data (6 month) Staff reviewed 8 files and 100% had completed documentation to support a child's disabling condition.</p>				

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<p>Principle Three—Appropriate Evaluation</p>
<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance) <u>ARSD 24:05:24:04 Evaluation procedures</u> The evaluation team must consider a variety of assessment tools and strategies to gather relevant functional and developmental information about the child, including information provided by the parents.</p> <p>Through the review of twelve student records, the monitoring team found the district staff did not complete functional assessment during the 25-day evaluation timelines, and no report was available in the student file. During interviews, special education staff reported a lack of understanding concerning gathering and reporting functional assessment. The monitoring team noted a written summary of functional information was not consistently included in the evaluation report or in the present levels of performance. As a result the student's present levels of performance, annual goals and short-term instructional objectives did not link to evaluation.</p>

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Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district will include a written summary of functional information in the evaluation report and use this information to develop the IEP.

4. Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

The functional assessment information will be summarized into the evaluation report. Functional assessment results will be used to develop present levels of performance as well as the goals and objectives of the IEP.

Short Term Objectives or Benchmarks: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
<p>1. What will the district do to improve? Initial/three-year evaluation reports will include a functional assessment summary and the functional information will be used to develop the present levels of performance section of the IEP. The district coordinator will review all completed functional assessment summaries and the present levels of performance section of the IEP.</p> <p>What data will be given to SEP to verify this objective? Data will be submitted to SEP regarding how many initial and reevaluations were reviewed and how many functional assessment summaries were found on the evaluation reports and present levels of performance section of the IEP</p>		School District Special Education Director and Special Education	Met 2/11/05	

Please explain the data (6 month)

Of six files reviewed, 1 file qualified as a 3-year evaluation in which functional assessment summaries were administered during reevaluation process. The other 5 files were al reviews. This assessment is found in 100% of the PLOP's section of the IEP

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<p>2. What will the district do to improve? The functional assessment summary on the evaluation report will be used to develop present levels of performance and goals and objectives on the IEP.</p> <p>What data will be given to SEP to verify this objective? The special education staff will report to SEP the number of files checked and state the percentages of completed multidisciplinary evaluations, which include functional assessments. The special education staff will report the number of files and state the percentages, which contain functional assessment data in the present level of performance.</p>	January 31, 2005 and ongoing	Special Education Staff	Met 2/11/05	
<p>Please explain the data (6 month) Of all the files reviewed, functional assessment summaries were found in 100% of PLOP's of IEPs reviewed.</p>				

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Principle Three—Appropriate Evaluation				
<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance)</p> <p><u>ARSD 24:05:25:07 Additional procedures for evaluating specific learning disabilities.</u></p> <p><u>ARSD 24:05:25:08 Additional team members for specific learning disabilities.</u></p> <p><u>ARSD 24:05:25:09 Criteria for determining the existence of a specific learning disability.</u></p> <p><u>ARSD 24:05:25:10 Prohibitions concerning identification of specific learning disabilities.</u></p> <p><u>ARSD 24:05:25:11 Observation for specific learning disabilities.</u></p> <p><u>ARSD 24:05:25:12 Written report for specific learning disabilities.</u></p> <p><u>ARSD 24:05:25:13 Team members to certify report in writing.</u></p> <p>In order for a school district to certify a child as a learning disabled for purposes of the federal child count, requirements 24:05:24:01:19 and 24:05:25:08 to 24:05:25:13, inclusive, must be met and documented in a child's record. In two student files, no parent signature was included on the multidisciplinary team report, two student files did not address relevant behaviors, in three files only the psychologist signed the report and in five files there was no report of a completed observation.</p>				
<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>The multidisciplinary team report will contain all required content.</p>				
<p>5. Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</p> <p>The district will include all required signatures on the multidisciplinary team report and document all required content including observations and relevant behaviors.</p>				
<p>Short Term Objectives or Benchmarks: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p>	<p>Timeline for Completion</p>	<p>Person(s) Responsible</p>	<p>6 month progress Record date objective is met</p>	<p>12 month progress Record date objective is met</p>

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<p>1. What will the district do to improve? The multidisciplinary team report will contain all required content.</p> <p>What data will be given to Sep to Verify this objective? Special education staff will review all multidisciplinary team reports for required content. Special education staff will submit a total number of reports reviewed and the number completed correctly.</p>	January 31, 2005 and on going	Special Education Staff	Met 2/11/05	
<p>Please explain the data (6 month) Of 9 files reviewed, MDT reports were completed correctly.</p>				
<p>2. What will the district do to improve? Special education staff will review procedures for completing the multidisciplinary team report for content and required signatures.</p> <p>What data will be given to SEP to verify this objective? Special education staff will review all multidisciplinary team reports for required signatures. Special education staff will submit a total number of reports reviewed and the number with required signatures.</p>	January 31, 2005 and on going	Special Education Staff	Met 2/11/05	
<p>Please explain the data (6 month) Of 9 files reviewed, 100% of MDT reports contained required signatures.</p>				

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Principle Three—Appropriate Evaluation

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Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ARSD 24:05:27:01.03 Transition services

Transition services are a coordinated set of activities for a student, designed within an outcome-oriented process, which promotes movement from school to postschool activities, including postsecondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community experiences, the development employment and other postschool adult living objectives, and if appropriate, acquisition of daily living skills and functional vocational evaluation.

Through review of eight student files and staff interviews, the monitoring team noted transition evaluations were not administered prior to age 16 to assist in developing transition services and activities.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

Transition evaluations will be administered prior to age 16 to assist in developing transition services and activities.

6. Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

All students will receive transition evaluations to assess needs and establish goals prior to age 16.

Short Term Objectives or Benchmarks: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
1. What will the district do to improve? Transition evaluations /inventories will be administered to all students requiring transition evaluations prior to age sixteen. What data will be give to SEP to verify this objective? Special education staff will review files, report the number of files checked and state the percentage that had completed referral reviews with the prior notice for evaluation.	January 31, 2005	Special Education Staff	Not Met Please report progress during next six month reporting period	Met 11/23/05
Please explain the data (6 month) Of 4 files reviewed, 2 contained transition inventories. 1 was not applicable due to age and 1 was not present because IEP and MDT report was carried over in which IEP and MDT came from another state via student transfer.				

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Please explain the data (12 month) The district administers the Brigance Inventories to all students in which transition is relevant to the development of the IEP. Of 2 files in which Transition planning was necessary, 2 files (100%) contained evaluations that were conducted using the Brigance Inventories to develop transition concepts and educational goals within the IEP's.

2. What will the district do to improve? The high school special education teacher will make a table listing the student's birthdays and required transition evaluation dates. What data will be given to SEP to verify this objective? Special education staff will submit total number of files reviewed and the number of transition evaluations completed correctly.			Not met Please report if transition evaluations were completed correctly	Met 11/23/05
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Please explain the data (6 month)
Of four reviewed, 2 contained transitional evaluations due to age of student and 2 files contained transitional evaluations.

Please explain the data (12 month) Table as been constructed and sent as an attachment. The district marked the table as Appendix A.

Montrose School District Improvement Plan/Progress Report Form

Principle
Present levels: (Statement of present levels of performance that resulted in area of non-compliance) The monitoring team agrees transition information for students age 14 and up is not consistently part of the student file. Transition assessment was not completed and therefore did not drive the development of life planning outcomes, course of study and transition services. Transition services were typically a statement of what is happening now rather than statements pertaining to the student's future. Course of study was most often a list of required courses rather than course work that would pertain to a living goal or employment goal.
Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. Transition assessment will drive the development of life planning outcomes, course of study and transition services on the student IEP.

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1. Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

Life planning outcomes, course of study and transition services will be based on the student's future needs.

Short Term Objectives or Benchmarks: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
1. What will the district do to improve? Special education staff and the IEP team will develop an IEP which includes a course of study, life planning outcomes and transition services based on a student's future needs. What data will be given to SEP to verify this objective? Special education staff will review files, report the number of files checked and state the percentage that had completed transition plans on the IEP.	January 31, 2005 and ongoing	Special Education Staff	Not Met Please report progress for 12 month reporting period	Met 11/23/05
Please explain the data (6 month) Of four files reviewed, 1 file contained completed transition plans on the IEP. 1 file was not discontinuance of service and 2 file's transition plans were not necessary due to age of student.				
Please explain the data (12 month) Of the two files reviewed, two files (100%) contained transition plans in the IEP. The IEP team determined that transition concepts were relevant to the student's needs and that proper concepts were applied.				

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Principle Five- IEP Content

6 month reporting date 12/11/04X

12 month reporting date 9/11/05 Received 11/23/05

Closed 11/23/05

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ARSD 24:05:27:01.03 Content of individualized education program

A student's IEP must contain present levels of performance based upon the skill areas affected by the student's identified disability. The present levels of performance are based upon the functional assessment information gathered during the comprehensive evaluation process. In fifteen student files reviewed by the monitoring team, present levels of performance were not linked to functional evaluation and did not contain skill-based strengths, needs or how the disability affects the child's involvement and progress in the general curriculum.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

Present levels of performance will be based on functional information gathered during the evaluation process.

1. Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

The district will document skill based strengths and needs, which link directly to functional assessment in each area of suspected disability on the present levels of performance and demonstrate how the disability affects the child's involvement in the general curriculum.

Short Term Objectives or Benchmarks: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met

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<p>1. What will the district do to improve? Special education staff will review all files for functional and transition information. Functional information will be used to develop present levels of performance, annual goals and short term objectives. The IEP must also include a statement of how the disability affects the child's involvement in the general curriculum.</p> <p>What data will be given to SEP to verify this objective? Special education staff will report the number of files reviewed and state the percentage that included functional information in the present levels of performance, annual goals and short term objectives and a statement of how the disability affects the child's involvement in the general curriculum.</p>			Met 2/11/05'	
<p>Please explain the data (6 month) Of 8 files reviewed, 2 files didn't qualify and 6 files were found to utilize the functional information in the present levels, annual goals, and short term objectives.</p>				